



Redesign Plan

Woodrow Wilson Elementary School

Port Huron Area School District

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TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Priority School Assurances

Introduction.....	8
Priority School Assurances.....	9

Operational Flexibility Assurance

Introduction.....	11
Assurance of Operational Flexibility.....	12

Transformation Redesign Diagnostic

Introduction.....	15
PART A: REFORM TEAM PERSONNEL.....	16
PART B: TEACHING AND LEARNING PRIORITIES.....	18
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	20

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES.....	28
PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT.....	33
PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT.....	36

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Woodrow Wilson is a kindergarten through fifth grade school located in Port Huron, Michigan. The student population of Woodrow Wilson is 442 students for the 2013-2014 school year. Approximately 45% of the students are female and 55% are male. The largest ethnic group of the 507 students at Woodrow Wilson Elementary School is White (66%). This is followed by African American (18%), Hispanic (9%), and other (9%). The population of special education students is 15%. The population of students receiving free and reduced lunches is 86%. 31 staff members are instructional and 23 are non-instructional. One of the biggest challenges Woodrow Wilson faces is serving a population of economically disadvantaged students. The Woodrow Wilson student population is highly mobile, greatly impacting consistency in the classroom community and instructional delivery.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Woodrow Wilson's mission is to provide students with highly rigorous instruction that promotes academic excellence and student empowerment. The school embodies this purpose by involving parents, staff and the community to assist in creating successful life long learners. In addition to a highly rigorous curriculum, the school offers extended learning opportunities such as the Read for Life program, Horizons After-School Program, the Food Backpack Program, the Read and Run Club, and the Kindness Club.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Some Woodrow Wilson's notable achievements include the establishment of the Building Leadership Team (BLT), Behavior Committee, and the Instructional Intervention Training Sessions (IITS). The BLT was established to promote a shared leadership approach within the building. IITS provides teachers with the opportunity to collaborate, review data and receive coaching on researched-based teaching strategies. Teacher evaluations demonstrate an increased level of rigor and an increased level of student engagement. Engagement strategies include the use of technology and student centered-learning. Teachers have increased the use of data more effectively to guide instruction. Based on statewide and district assessments, the Woodrow Wilson Staff is setting goals in all content areas to increase student achievement. Another identified area of improvement is parent involvement. This includes the addition of Title I Parent Education Breakfasts and other parent activities. Staff is researching ways to increase parent participation to ensure all learners are successful.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Woodrow Wilson, in conjunction with the Community Foundation Organization, provides a Food Backpack Program to help families with nutritional needs over weekends and holidays. The school provides a morning walking club to promote healthy habits. Technology such as iPads, netbooks and laptops are available on mobile carts for classroom use.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	Twenty five percent of teacher evaluation is connected to student growth.	PHASD teacher evaluation tool

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	Twenty five percent of the building administrator evaluation is based on student growth.	Building Administrator Evaluation PHASD

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		Para MOU Teacher MOU 2014-15 Teacher MOU 2015-16 PHASD Para MOU 2015-16

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes	No contractual language exists in the current teacher CBA regarding seniority. All other contractual items related to the Transformation Plan are included in the MOUs.	PHASD Teacher MOU 2014-15 PHASD MOU 2015-16

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	The MOU has been approved by all parties and attached.	

Redesign Plan

Woodrow Wilson Elementary School

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		PHASD Signature Page

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

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SY 2014-2015

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Redesign Plan

Woodrow Wilson Elementary School

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PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

Woodrow Wilson Elementary School's plan will address these Big Ideas:

1. Woodrow Wilson staff will educate all students using core standards aligned with instruction and assessment.

This includes:

- Adherence to instructional time standards
- Fidelity to core programs
- Creating formative assessments for all core subjects for all grade levels where there are none
- Use of formative assessments to drive instruction
- Monitoring the implementation of core programs through classroom walkthroughs by school/ district leaders
- Teacher collaboration through Professional Learning Communities by following structural protocols set by school leaders
- Continued professional staff development for all teachers by District and RESA coaches to strengthen all core programs
- Increase the number of leveled reading materials available to staff for individualized reading instruction
- Embed the use of technology in core instruction by going one-to-one

2. Woodrow Wilson staff will strengthen the implementation of Multi-Tiered Systems of Support (MTSS) and the process for delivering interventions.

This includes:

- Early identification of students through universal screeners such as NWEA-MAP and diagnostic assessments to address student need.
- Strengthening the Student Support Team (SST) process to appropriately identify students for intervention and creating a plan for entering and exiting intervention support.
- Strengthening the understanding of a classroom teacher's role in all tiers of intervention support.
- Building the capacity of all teachers to intervene and meet the needs of all learners.
- Providing teachers with job embedded professional development to meet the individual needs for delivering appropriate interventions.
- Monitoring the implementation of intervention delivery through classroom walkthroughs by school/ district leaders.
- Developing a screening process for identifying Tier 2 and Tier 3 behavior students.
- Incorporating the Superintendent's Dropout Challenge into the MTSS process.
- Examining the feasibility of push-in and co-teaching Resource Room support for students with Individual Educational Plans (IEPs).
- Adding Intervention blocks during reading and math instruction.
- Embed the use of technology in interventions by going one-to-one.

3. Woodrow Wilson staff will address the whole child by meeting the unique needs of our student population to overcome barriers to learning.

This includes:

- Continuing to develop a strong partnership with Pathways to Potential to increasingly impact attendance and truancy, assist in eliminating the barriers in the home that impede the educational process, and fostering community partnerships.
- Building the capacity of staff to reach out to families through training and coaching in topics such as parent involvement and working with families in poverty.

-Revitalizing Woodrow Wilson's Positive Behavior Intervention and Support (PBIS) Plan with fidelity to decrease negative behaviors and
SY 2014-2015

impact student achievement.

State what data were used to identify these ideas

The data used to identify the Big Ideas includes:

MEAP Trend, Item Analysis

NWEA MAP

Staff and Student Demographic Data

School Process Rubrics

Staff, Student, Parent Surveys

Title I and Title II Budgets

Comprehensive Needs Assessment

Accountability Scorecard

Top to Bottom Ranking Detail with Z Scores

Student Attendance

School-Wide Information System (SWIS) behavior data

Walkthrough and Observation Data

Examination of Lesson Plans

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

Leadership in the Port Huron Area School District has recently changed. The new Superintendent of Port Huron Area School District, Mr. James Cain, was appointed July 1, 2014. Mr. Cain was formerly the superintendent of Marysville Public Schools, a high performing district. Mr. Cain quickly built his new executive team within weeks of his arrival. Two of the three executive level directors are also new to PHASD, Mrs. Tracie Eschenburg (Student and Staff Services) and Mr. Theo Kerhoulas (Achievement and Innovation). They both held leadership roles in high performing school districts (Marysville Public Schools and Cros-Lex Community Schools) prior to coming to PHASD. Mr. Cain and his executive level team have determined that Mr. Fairman, who has been principal at Woodrow Wilson for two years previous to being identified as a Priority School, meets the five turnaround competencies. With new district-wide structures and systems in place, Mr. Fairman and his staff will be successful in their transformation efforts.

Mr. Fairman started his career in the Port Huron Area School District as a teacher in fourth and second grades for 12 years. He also served as an Instructional Coach and an Administrative Intern prior to becoming a principal. Mr. Fairman was appointed Acting Principal at Lakeport Elementary for the 2010-2011 school year and became the permanent principal at Lakeport for the 2011-2012 school year. He was assigned to Woodrow Wilson Elementary School in the summer of 2012.

Mr. Fairman quickly identified that the most crucial need was to improve the culture and climate at Woodrow Wilson Elementary School. Building trusting relationships between staff and administrator, staff and staff, staff and parent, staff and students were essential at the time. Mr. Fairman did this through leading by example. His confident and no-nonsense manner was welcomed by staff, parents and students. Mr. Fairman also saw the need to address student attendance at Woodrow Wilson Elementary School. He quickly connected with local agencies for support and in the Spring of 2014 became one of the schools in the state of Michigan to benefit from a Pathways to Potential grant to house the Department of Human Services staff in his building to address the attendance issues.

Mr. Fairman saw recalibrating the Positive Behavior Interventions and Supports (PBIS) was necessary for an early win in order to refocus on academics. The staff who were previously trained during their participation in Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) grant needed to review and new staff needed to be trained. With the support of St. Clair County RESA's behavior consultants, the Woodrow Wilson staff was able to put PBIS back into place in the building. They continue to strengthen this program each year and training is on-going. Mr. Fairman also saw the need to add a Title I Behavior Interventionist for the 2014-15 school year to work with students needing Tier 2 and 3 supports.

In his two years as the Woodrow principal, Mr. Fairman was able to break organizational norms. An example of this was setting forth the expectation that common preparation times for teachers in a grade level happen daily and these preparation times will sometimes be used for student support team meetings, data dialogues, professional development, or other activities related to student success. He was able to put structures into place that made this time valuable to planning for student success.

Redesign Plan

Woodrow Wilson Elementary School

Mr. Fairman saw the need for the Woodrow Wilson staff to utilize the data that they were collecting in order to inform their instruction. NWEA MAP data was new to the Woodrow staff during his first year as principal. He brought in the district assessment and data coach in order to learn the new assessment and to utilize the Des Carte reports. Mr. Fairman followed up with more professional development in subsequent years in order to build the capacity of his teachers. Bi-weekly Student Support Team meetings were scheduled and data became a part of the discussion more often during his leadership. He held weekly Building Leadership meetings with a focus on data. Mr Fairman increased walkthroughs and shared his walkthrough data with staff. The use of data has become increasingly more important over the last 2 years at Woodrow Wilson.

During the winter of 2014, Mr. Fairman and his staff were informed that a new charter school was opening two blocks from Woodrow Wilson Elementary School. Mr. Fairman acted quickly to counteract the negative effects this could have on Woodrow's enrollment. He gathered input and made an action plan with his staff, parents and community that let the Woodrow families know that their school is the place they want to be. They started a campaign with the slogan, "We are here for you." Some of their efforts included staff shirts with QR codes and the slogan, Title I summer school, weekly summer give-aways of household necessities, community resource fair during a summer "All Star Day," and home visits to every student's home. Initial enrollment counts show that only 8 students have left Woodrow Wilson for the new charter school.

Mr. Fairman has galvanized his staff around the idea of meeting the needs of the whole child. The addition of a behavior interventionist, the partnership with DHS Pathways to Potential, building relationships with community organizations for weekend backpacks filled with food, and a Lunch Buddy mentoring program are just a few of the programs Mr. Fairman has fostered at Woodrow Wilson Elementary.

Mr. Fairman is now prepared to turn the focus from school climate to the classroom instruction, data analysis, assessment and interventions needed to increase student achievement

Port Huron Area School District will provide opportunities for Mr. Scott Fairman and his staff to increase leadership capacity. Funding to provide professional development in instructional programs and instructional strategies will be covered with Title I and Title II funds. Professional memberships for Mr. Fairman will be supported using general fund dollars earmarked for principals.

Mr. Fairman will meet formally two times each year, fall and spring, to set professional goals and review his progress toward them with the superintendent and executive directors of PHASD. The administrative staff will also meet monthly to participate in a professional book study group focusing on leadership. Mr. Fairman will be provided with ongoing training and recalibration in the Danielson teacher evaluation model. It is also expected that Mr. Fairman attend all professional development his teachers attend.

Bi-weekly mentor meetings will be held with Mr. Fairman, Mr. Theo Kerhoulas, PHASD Executive Director of Achievement and Innovation and Mrs. Debra Barr, Director of Elementary Programs. Woodrow Wilson leadership team members will also be included in these meeting as needed. Much of these discussions will be based on a book study of Lead Right by Steve Ventura. The purpose of these meetings will be to analyze data, discuss any concerns or obstacles, problem solve, and enhance Mr. Fairman's ability to implement big idea numbers one and two through an increased arsenal of leadership strategies.

Providing strong core instruction and interventions within the given time standards and utilizing researched district adopted resources in all classrooms is a focus for Woodrow Wilson Elementary. The district will support Mr. Fairman and his leadership team in moving his staff quickly in this direction. Part of this instructional change will happen through the implementation of the Professional Learning Communities. The building leadership team is comprised of a kindergarten teacher, fourth grade teacher, special education teacher (also the Association Representative), and the instructional coach. This team will play an integral role in building the capacity of the staff during the early PLC

meeting, modeling the use of data and discussions regarding instructional practice. Eventually, the use of "instructional rounds" will be led by this team in order to get teachers into other classrooms to observe and provide feedback to their colleagues. In order to create ownership in this transformation process, aspects of distributive leadership such as "instructional rounds" is essential to professional growth.

As the central office support person for Woodrow Wilson, Mrs. Barr will do frequent walkthroughs to provide feedback and data regarding instructional effectiveness in the core and in interventions in classrooms and with support staff. Monitoring of fidelity to the researched-based programs and practices will be an essential part of the support provided to Woodrow Wilson as will adherence to the instructional time standards. The time standards will also be monitored closely by Mrs. Barr with Mr. Fairman. In addition, in order to maintain focus on the Transformation Plan, all professional development and final decisions on Title I expenditures will need to connect directly to the Transformation Plan and be approved by Mrs. Barr prior to attendance or spending. Mr. Fairman and appropriate staff attendance at all St. Clair County RESA and PHASD School Improvement workshops and data dialogues is expected.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

The Port Huron Area School District was chosen to participate in the Michigan Council for Educator Effectiveness (MCEE) pilot during the 2012-13 school year. The district used Charlotte Danielson's Framework for Teaching and student achievement data to develop a comprehensive evaluation system which meets the requirements of MCL 380.1249 and MCL 380.1250. Principals, assistant superintendent, curriculum directors, student service director and the director of human resources with school board approval were responsible for the development of the initial Evaluation Plan. All documents were created by this team in collaboration with union leadership. The plan has been reviewed annually with administration and union representatives and adjustments have been made based on feedback received.

The Framework for Teaching is a research based model shown to increase instructional effectiveness. By increasing instructional effectiveness research indicates student growth will also increase. The Framework for Teaching categorizes aspects of teacher effectiveness into 22 components, each having a rubric. They are clustered into four domains: Planning and Preparation (instruction and curriculum planning focused on standards), The Classroom Environment (relationships, procedures and routines), Instruction (research based instructional practices and student engagement), Professional Responsibilities. Each component has an applicable rubric describing characteristics and examples representing "highly effective", "effective", "minimally effective" and "ineffective" instruction. The model emphasizes a teacher/ administrator collaborative process for classroom observations, review of student work and curriculum review which provides continuous feedback. Use of The Framework for Teaching as the basis for evaluation has been supported by district leadership, building administrators, curriculum directors, teachers and union leadership.

A minimum of four observations for each teacher will occur throughout the school year. In addition, a minimum of 13 focused walkthroughs are expected for each teacher. The goal of these observations and walkthroughs is to gather factual evidence that will be used to prepare objective year-end evaluations. The building and district administration utilize information from the evaluations to determine applicable professional development in order to improve student learning.

For the annual year-end evaluation for the 2014-15 school year, 25% will be based on Student Growth and Assessment Data. This will increase to 50% by 2015-16 as prescribed by law. Student Growth is determined utilizing criteria based on a variety of achievement measures including NWEA, IEP goals, and other common standards based assessments.

All teachers are provided copies and have access via the district intranet to all evaluation documents. They also receive ongoing communication from both building and district administration as changes to the process occur. All documents are monitored and collected by the Executive Director of Employee and Student Services. This comprehensive evaluation system provides a fair and consistent method of teacher evaluation.

Beginning with the 2014-15 school year all building administrators will be evaluated using the School ADvance principal evaluation tool. Both the Executive Director of Achievement and Innovation and the Executive Director of Employee and Student Services will be trained in the use of this tool for principal evaluation.

25% of the year-end evaluation for all building administrators will be based on Student Growth and Assessment Data. This will increase to 50% by 2015-16 as prescribed by law. This data will be based on a variety of building level data including NWEA, state assessments and common district standards based assessments.

Feedback was solicited and support was received from the building administrator union leadership for the use of this evaluation tool.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

Teachers at Woodrow Wilson receive rewards annually based on attainment of building level goals for student achievement and effective implementation of the instructional program. Goals are collaboratively developed each fall by the building leadership team and district administration. The determination of attaining the established goals is made at the end of the school year. Rewards include paid membership in professional organizations and/or the ability to attend state and national level conferences.

In addition to these rewards the district continually seeks ways to celebrate staff efforts including recognition in district publications and at school board meetings. The district will collaborate with local businesses to reward efforts of the entire school staff through donations to the school to enhance the educational environment.

The district's teacher evaluation process will be used to evaluate all instructional staff at Woodrow Wilson Elementary. The evaluation

process includes ongoing feedback to all teachers identifying areas for improvement in teacher practices. Regular analysis of student achievement data will also be utilized to identify teachers who may be in need of additional support to reach established goals.

Multiple opportunities for support and improvement exist through collaboration with building and district instructional coaches, as well as building principal and district administrators. Opportunities for support include collaborative goal setting, coaching, instructional support, observing highly effective teachers and professional development. Individual Development Plans (IDPs) outlining goals and supports will be developed at the beginning of the school year, along with mid-year progress reports for teachers rated below "effective" on the previous year final year-end evaluation. IDPs will also be developed for all probationary teachers.

After being given multiple opportunities to improve, staff members who do not improve professional practice and have not increased student achievement will be considered for removal from their positions. Any teacher rated less than "Effective" on the year-end evaluation will be removed from his/her position at Woodrow Wilson Elementary. Probationary teachers rated less than "Effective" on the year-end evaluation will not be granted a contract for the following year.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

Big Idea 1: Woodrow Wilson staff will educate all students using core standards aligned with instruction and assessment.

-What: Core Literacy Instruction (Small Group Guided Reading)

-Audience: Classroom Teachers, Resource Room Teachers and Support Staff (Interventionist & Paraprofessionals)

-Who will Provide: Department of Instruction Supervisors, Department of Instruction Coaches, Building Instructional Coaches, and RESA Consultants

-Delivery Options: professional development workshops (some blended), in- classroom coaching with job-embedded professional development, Professional Learning Communities (PLCs)

-Impact: Monitoring will occur through reviews of PLC agendas, weekly lesson plan reviews, bi-weekly Guided Reading "Look Fors" and feedback given to staff in a timely fashion within a timely manner (via Google form)

-What: Core Literacy Instruction (Whole Group)

-Audience: Classroom Teachers, Resource Room Teachers and Support Staff (Interventionist & Paraprofessionals)

-Who will Provide: Department of Instruction Supervisors, Department of Instruction Coaches, Building Instructional Coaches, and RESA Consultants

-Delivery Options: professional development workshops (some blended), in- classroom coaching with job-embedded professional development, Professional Learning Communities (PLCs)

-Impact: Monitoring will occur through reviews of PLC agendas, weekly lesson plan reviews, monthly Whole Group "Look Fors" and feedback given to staff in a timely manner (via Google form)

Redesign Plan

Woodrow Wilson Elementary School

-What: Write Well/Writers Workshop and Scoring Clinics

-Audience: Classroom Teachers, Resource Room Teachers

-Who will Provide: RESA Consultant, Department of Instruction Coaches, Building Instructional Coaches

-Delivery Options: professional development workshops (some blended), in-classroom coaching with job-embedded professional development, Professional Learning Communities (PLCs)

-Impact: Monitoring will occur through reviews of PLC agendas, weekly lesson plan reviews, bi-weekly Write Well/Writers Workshop "Look Fors" and feedback given to staff in a timely manner (via Google form)

-What: Math Instruction: Fidelity to Math Expressions (Basic Fact Fluency, Daily Routine, and 60 minute lessons) and 8 Mathematical Practices

-Audience: Classroom Teachers, Resource Room Teachers

-Who will Provide: Department of Instruction Supervisor, Department of Instruction Coach, Building Instructional Coach, and RESA Consultant

-Delivery Options: Blended PSD - Math Expressions Moodle Courses mandatory for all staff, in-classroom coaching with job embedded professional development, Professional Learning Communities (PLCs)

-Impact: Monitoring will occur through reviews of PLC agendas, weekly lesson plan reviews, bi-weekly Math Instruction "Look Fors" and feedback given to staff in a timely manner (via Google form)

-What: Michigan Citizenship Collaborative Curriculum (MC3) Social Studies

Audience: Classroom Teacher

-Who will Provide: Carol Egbo (MC3 Co-Author) and follow-up with building and district Instructional Coach

-Delivery Options: Job-embedded professional development

-Impact: Monitoring will occur through weekly submission of lesson plans and monthly feedback from walkthroughs.

-What: Science Modules (K-4 based on Big Ideas) and SEPUP (5th grade)

Audience: Classroom Teachers

-Who will Provide: RESA Consultant and District Instructional Supervisor and Instructional Coach (blended)

-Delivery Options: PSD Blended Learning and job-embedded coaching

-Impact: Monitoring will occur through weekly submission of lesson plans and monthly feedback from walkthroughs.

Big Idea 2: Woodrow Wilson staff will strengthen the implementation of MTSS and the process for delivering interventions.

-What: Data Analysis and Translating to Instruction (NWEA MAP Learning Continuum, Digging Deeper Assessments)

-Audience: Classroom Teachers, Resource Room Teachers, Intervention Specialists

-Who will provide: District Data Coach, District Instructional Coaches, and Building Instructional Coach

-How: PSD Workshop, Staff Meetings, PLCs, and Instructional Intervention Training Sessions/Grade Level Meetings

-Impact: Monitoring will occur through review of meeting agendas and data dialogues

-What: Tier 2 Reading Interventions and Tier 2 Math Interventions

-Audience: Classroom Teachers, Resource Room Teachers, Instructional Paraprofessionals, and Intervention Specialists

-Who will Provide: Department of Instruction Supervisors, Department Instructional Coaches and Building Instructional Coach

-How: PSD Workshops, Staff Meetings, PLCs, and Instructional Intervention Training Sessions/Grade Level Meetings

Redesign Plan

Woodrow Wilson Elementary School

-Impact: Monitoring will occur through review of meeting agendas, weekly lesson plan review, intervention plans and logs, bi-weekly walkthroughs

-What: Tier 3 Reading Intervention and Tier 3 Math Interventions

-Audience: Resource Room Teachers, Intervention Specialists and Instructional Paraprofessionals

-Who will Provide: Department of Instruction Supervisors, Department Instructional Coaches and Building Instructional Coach

-How: PSD Workshops, Staff Meetings, PLCs, and Instructional Intervention Training Sessions/Grade Level Meetings

-Impact: Monitoring will occur through review of meeting agendas, weekly lesson plan review, intervention plans and logs, bi-weekly walkthroughs

Big Idea 3: Woodrow Wilson staff will address the whole child by meeting the unique needs of our student population to overcome barriers to learning.

-What: Positive Behavior Interventions and Supports

-Audience: Woodrow Staff (certified and noncertified)

-Who will Provide: RESA Consultant, Building Principal, Building Leadership Team, Behavior Interventionist/Coach

-How: PSD Workshop for Trainers

-Impact: Monthly data analysis at Staff Meetings

-What: Understanding Students and Families who live in Poverty

-Audience: Woodrow Staff (certified and noncertified), DHS Pathways to Potential staff

-Who will Provide: Ruby Payne Trainers

-How: Blended, Book Study, PSD with Trainers

-Impact: Monthly monitoring through teacher reflection logs

-What: How to Effectively Engage Parents

-Audience: Woodrow Staff (certified and noncertified)

-Who will Provide: DHS Pathways to Potential Staff and Principal, MASFPS seminars, Joyce Epstein resources, MDE "Family Engagement" resource

-How: Blended, Book Study, PSD with Trainers, utilization of Title I set-aside

-Impact: Monthly monitoring through teacher reflection logs

Although this is a substantive number of strategies, the PHASD has the institutional capacity to execute the professional learning over the course of the three year plan. The Department of Instruction has added two district-wide Title I and Title II Instructional Coach positions and a Data Coach position beginning the 2014-15 school year. The PHASD receives additional instructional support from two St. Clair County RESA Math/Science and ELA consultants. Woodrow Wilson also has an 80% Instructional Coach on staff who will assist in professional learning and monitoring. Each of the strategies described will be carefully mapped out in a professional learning calendar with initial training, follow-up training, and monitoring addressed.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

The district uses state guidelines to recruit teachers and a variety of methods of recruitment. Advertisement of vacancies includes the district website and social media, external job posting sites, and university job placement services. All candidates must meet the criteria to be "highly qualified" and have the proper, up-to-date certification in order to be considered for a teaching position. Recruitment efforts include partnerships with several universities to pair prospective teachers up with exemplary professionals. For instance, most schools in the district annually host education student seeking pre-student teaching observation experience or student teaching placements. The district has subsequently hired several student teachers. The district also ensures all long-term substitutes meet "highly qualified" criteria and utilize this as an opportunity to evaluate potential candidates for open teaching positions.

The unique needs of the students at Woodrow Wilson, such working with students from poverty or those with attendance and social-emotional concerns, will be taken into consideration when recruiting and assigning teachers to this school. Interview questions for prospective staff members at Woodrow Wilson include a focus on the specific types of at-risk learners identified at the school as well as knowledge and experience with strategies included in the Transformation Redesign Plan.

The district has the right of assignment and transfer without regard to seniority for all teaching positions. The principal has the right to assign teachers within the building based on their strengths. The district maintains a list of teachers interested in moving to Woodrow Wilson or a specific assignment within the building. All teachers interested in a vacancy will be interviewed utilizing questions focused on competencies of turnaround teachers/leaders. The principal of Woodrow Wilson Elementary will participate in all interviews for building staff. Placement decision will be based upon potential candidate's credentials, abilities, reference checks and ability to address the needs of students at the school. The principal will exercise right of refusal to deny a teacher the ability to move into Woodrow Wilson Elementary if their capacity does not align with the school's direction and student's programming needs. Teachers rated "Highly Effective" on their previous year-end evaluation are eligible for additional compensation if they are chosen to join the staff of Woodrow Wilson Elementary when a vacancy exists.

In order to recruit and retain the most effective teachers who successfully address the needs of Woodrow Wilson students specific initiatives have been put in place that are not available in all district schools. All Woodrow Wilson teachers will have access to instructional technology in a one-to-one environment. They also have access to additional student support services for social-emotional concerns which allows teachers to focus more on classroom instruction. Teachers at Woodrow Wilson have opportunities for additional compensation through participation in professional development outside their contractual times, as well as providing extended day/year tutoring services. Staff members will be eligible for incentives based on attainment of building level goals for student achievement and effective implementation of the instructional program. Goals will be collaboratively developed by the building leadership team and district administration. Rewards include paid membership in professional organizations and/or the ability to attend state and national level conferences.

The district also implements strategies for retaining teachers. A new teacher induction program includes a full day training before the beginning of school and ongoing training throughout the year. A mentor program also provides ongoing support to teachers in their first three years of teaching in the district. Throughout the year teachers are recognized for outstanding efforts at board of education meetings.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

The following instructional programs were selected due to their alignment with CCSS and/or State standards:

-Content Area: English Language Arts

-Instructional Program: Balanced Literacy

-Resources: The Next Step in Guided Reading, Harcourt Trophies with Basal-Alignment Project, Write Well, Navigating Nonfiction, leveled literacy libraries, Fountas and Pinnell Leveled Literacy Interventions

Multiple Data Sources: MEAP item-analysis, Top-to-Bottom Rankings, NWEA-MAP, Accountability Scorecard, Writing District Benchmark Assessments, examination of lesson plans

-Data matched to disaggregating subgroups: No pronounced gap among any subgroup because majority of students performed low

-Causal Categories for Low Achievement: Curriculum (implementation), Instruction (methods, materials, and resources), Teachers (knowledge and skills), Infrastructure (schedules)

-Content Area: Math

-Instructional Program: Math Expressions

-Multiple Sources: MEAP item-analysis, Top-to-Bottom Rankings, NWEA-MAP, Accountability Scorecard, examination of lesson plans

-Data matched to disaggregating subgroups: No pronounced gap among any subgroup because majority of students performed low

-Causal Categories for Low Achievement: Curriculum (implementation), Instruction (methods) Teachers (knowledge and skills), Infrastructure (schedules)

-Content Area: Social Studies

-Instructional Program: MC3 Michigan Citizenship Collaborative Curriculum

-Multiple Sources: MEAP feeder school trend analysis, Accountability Scorecard, examination of lesson plans

-Data matched to disaggregating subgroups: No pronounced gap among any subgroup because majority of students performed low

-Causal Categories for Low Achievement: Curriculum (implementation), Instruction (methods), Teachers (knowledge and skill), Infrastructure (schedules)

-Content Area: Science

Redesign Plan

Woodrow Wilson Elementary School

- Instructional Program: Science Big Idea Modules (K-4) and SEPUP (5)
- Multiple Sources: MEAP item-analysis, MEAP trend-analysis, NWEA-MAP, Accountability Scorecard, examination of lesson plans
- Data matched to disaggregating subgroups: In the past two years, only one student has performed proficiently on Science MEAP. NWEA-MAP scores were below the national norms.
- Causal Categories for Low Achievement: Curriculum (design and implementation), Instruction (methods, materials, and resources), Teachers (knowledge and skill), Infrastructure (schedules)

Description of the Instructional Programs selected for Woodrow Wilson:

- Content Area: English Language Arts
- Instructional Program: Readers Workshop and Writers Workshop
- Big Idea Connection: 1 and 2
- Specific strategies to be implemented school-wide: Thinking Maps,"I can..." statements or focus boards, self-assessment rubrics, Marzano's 6 step vocabulary strategy, metacognitive strategies-think alouds, flipped and blended learning, student goal-setting
- Aligned to standards (CCSS): Yes
- Research Base for Guided Reading as an Instructional Approach
http://teacher.scholastic.com/products/guidedreading/pdfs/GR_Research_Paper_2010.pdf
Guiding Readers and Writers, Grades 3-6: Teaching Comprehension, Genre, and Content Literacy (2001) Fountas, I. C. & Pinnell, G.
Mosaic of Thought: Teaching comprehension in a reader's workshop (1997) Keene, E. & Zimmerman, S.
Guided Reading: Good Teaching for All Children (1996) Fountas, I. C. & Pinnell, G.
- Implementation (Time-resources-Staff Responsible):
Professional Learning Communities-Fall 2014-Building Principal and Coach
Instruction across Tiers-Fall 2014-Dept. of Instruction, Building Coach
Thinking Maps-Fall 2014-Dept. of Instruction
"I can" statements-Winter 2015-Dept. of Instruction, Building Coach
Marzano's 6 Step Vocabulary-Winter 2015-Building Coach
Self-assessment Rubrics-Fall 2015-Dept. of Instruction
Student Goal-setting-Winter 2016-Dept. of Instruction
Meta-Cognitive Strategies and Think Alouds-Spring 2016-Dept. of Instruction
Flipped and Blended Learning-Spring 2016-Dept. of Instruction
- Track adult implementation: Instructional coaches will monitor implementation for coaching purposes and Administrators will monitor for evaluative purposes. Fidelity checklists or "look fors" will be utilized to monitor instruction and ensure delivery of the intended curriculum and standards. This monitoring data collection, using Google forms, will assist in "fleshing out" how implementation is articulated--common language, common understanding, non-negotiables, etc.

- Content Area: Math
- Instructional Program: Math Expressions
- Big Idea Connection: 1 and 2
- Specific strategies to be implemented school-wide: Thinking Maps,"I can..." statements or focus boards, self-assessment rubrics, Marzano's 6 step vocabulary strategy, metacognitive strategies-think alouds, cooperative learning, flipped and blended learning, 8 Mathematical Practices, Daily Routine (K-2), Basic Fact Fluency, 60 minute lessons
- Aligned to standards (CCSS): Yes, K-5
- Research Base:

Redesign Plan

Woodrow Wilson Elementary School

National Research Council. Adding It Up: Helping Children Learn Mathematics. J. Kilpatrick; J. Swafford; and B. Findell, eds. Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press, 2001.

National Research Council. Helping Children Learn Mathematics. J. Kilpatrick and J. Swafford, eds. Center for Education, Division of Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press, 2002.

A Researched-Based Framework for Math Expressions, Grades K-6 (Revised June 2012)

http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-expressions/02_49823_MX_Research_HR-130205.pdf

-Implementation (Time-Resources-Staff Responsible):

Professional Learning Communities-Fall 2014-Building Principal and Coach

Fidelity to district time standards and Math Expressions program (Daily Routine, Basic Fact Fluency, 8 Mathematical Practices, and 60 minute lessons)-Fall 2014-Principal, Building Coach

Instruction across Tiers-Fall 2014-Dept. of Instruction, Building Coach

Thinking Maps-Fall 2014-Dept. of Instruction

Tier III Math Interventions -Fall 2015-Dept. of Instruction, Building Coach

"I can" statements-Winter 2015-Dept. of Instruction, Building Coach

Marzano's 6 Step Vocabulary-Winter 2015-Building Coach

Self-assessment Rubrics-Fall 2015-Dept. of Instruction

Student Goal-setting-Winter 2016-Dept. of Instruction

Meta-Cognitive Strategies and Think Alouds-Spring 2016-Dept. of Instruction

Flipped and Blended Learning-Spring 2016-Dept. of Instruction

-Track adult implementation: Instructional coaches will monitor for coaching purposes and Administrators will monitor for evaluative purposes. Fidelity checklists or "look fors" will be utilized to monitor instruction and ensure delivery of the intended curriculum and standards. This monitoring data collection, using Google forms, will assist in "fleshing out" how implementation is articulated--common language, common understanding, non-negotiables, etc.

-Content Area: Social Studies

-Instructional Program: MC3 Michigan Citizenship Collaborative Curriculum

-Big Idea Connection: 1 and 2

-Specific strategies to be implemented school-wide: Thinking Maps,"I can..." statements or focus boards, self-assessment rubrics, Marzano's 6 step vocabulary strategy, metacognitive strategies-think alouds, cooperative learning, flipped and blended learning

-Aligned to standards: yes

-Research Base:

National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment, were developed by a Task Force of the National Council for the Social Studies, and approved by the NCSS Board of Directors in March 2010

-Implementation (Time-Resources-Staff Responsible):

Professional Learning Communities-Fall 2014-Building Principal and Coach

Thinking Maps-Fall 2014-Dept. of Instruction

"I can" statements-Winter 2015-Dept. of Instruction, Building Coach

Marzano's 6 Step Vocabulary-Winter 2015-Building Coach

Create formative assessments for MC3-Summer 2015-Dept. of Instruction

Self-assessment Rubrics-Fall 2015-Dept. of Instruction

Student Goal-setting-Winter 2016-Dept. of Instruction

Job-embedded on-going training in MC3-Winter 2015-Carol Egbo (MC3 co-author)

Redesign Plan

Woodrow Wilson Elementary School

Meta-Cognitive Strategies and Think Alouds-Spring 2016-Dept. of Instruction

Flipped and Blended Learning-Spring 2016-Dept. of Instruction

-Track adult implementation: Instructional coaches will monitor for coaching purposes and Administrators will monitor for evaluative purposes. Fidelity checklists or "look fors" will be utilized to monitor instruction and ensure delivery of the intended curriculum and standards. This monitoring data collection, using Google forms, will assist in "fleshing out" how implementation is articulated--common language, common understanding, non-negotiables, etc.

-Content Area: Science

-Instructional Program: Science Modules (K-4) and SEPUP (5)

-Big Idea Connection: 1 and 2

-Specific strategies to be implemented school-wide: Thinking Maps,"I can..." statements or focus boards, self-assessment rubrics, Marzano's 6 step vocabulary strategy, metacognitive strategies-think alouds, cooperative learning, flipped and blended learning

-Aligned to standards: yes

-Research Base:

Essential Features of Classroom Inquiry, Inquiry and the National Science Education Standards (NRC, 2000, p25).

-Implementation (Time-Resources-Staff Responsible):

Professional Learning Communities-Fall 2014-Building Principal and Coach

Thinking Maps-Fall 2014-Dept. of Instruction

SEPUP 5th grade Science Training-Fall 2015-Building Coach

Science Investigation Modules K-4-Winter/Spring 2015-Dept. of Instruction

"I can" statements-Winter 2015-Dept. of Instruction, Building Coach

Marzano's 6 Step Vocabulary-Winter 2015-Building Coach

Self-assessment Rubrics-Fall 2015-Dept. of Instruction

Student Goal-setting-Winter 2016-Dept. of Instruction

Meta-Cognitive Strategies and Think Alouds-Spring 2016-Dept. of Instruction

Flipped and Blended Learning-Spring 2016-Dept. of Instruction

-Track adult implementation: Instructional coaches will monitor for coaching purposes and Administrators will monitor for evaluative purposes. Fidelity checklists or "look fors" will be utilized to monitor instruction and ensure delivery of the intended curriculum and standards. This monitoring data collection, using Google forms, will assist in "fleshing out" how implementation is articulated--common language, common understanding, non-negotiables, etc

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

NWEA MAP and MAP PG universal screeners are administered 3 times a year for all students in Reading, Math, Language, and Science. Building level, grade level and classroom level data will be analyzed with whole staff and grade levels to determine trends and identify causal categories for low achievement areas after each assessment cycle (Sept., Jan., and April). Collaboration during grade level meetings will occur twice monthly to review formative data linked to instructional programs in order to identify immediate instructional needs and plan adjustments in instruction at the classroom and grade level. The instructional outcomes of the Readers Workshop, Writers Workshop and

Redesign Plan

Woodrow Wilson Elementary School

Math Expressions programs will be analyzed during these team meetings using not only achievement data, but also using the fidelity checklists/"look-for" data. Once a month, the staff will review School-Wide Information System (SWIS) behavior data to look for trends and plan reteaching opportunities.

For individual student data review, Woodrow Wilson staff will utilize a Student Support Team (SST) process. For behavior, individual student SWIS data is reviewed and follows the SST process to determine and monitor interventions. Tier 2 and Tier 3 interventions may be referred to the behavior interventionist. Academically, students scoring below the 40th percentile on the NWEA-MAP Reading and Math screener will be administered additional diagnostic assessments. These diagnostic assessments will be used to identify if the student has a specific skill gap. (*See the list of Reading and Math diagnostic assessments below.) If a gap is identified, the assessment results provide information to plan for instruction and intervention, if needed. The classroom teacher is expected to differentiate core instruction and provide Tier 2 intervention instruction based on the diagnostic assessment results. An intervention plan and log is maintained for students receiving intervention. The classroom teacher will progress monitor after 5 to 10 days of instruction using an assessment appropriate for the skill being monitored. If there is insufficient progress after 3 progress monitoring points of data, then the teacher refers the student to the Student Support Team (principal, intervention specialists, behavior interventionist, instructional coach, and classroom teacher) for review of student work, data and make adjustments to the instructional plan (frequency, provider, intensity, and/or resources) which might include assignment to a Tier 3 instructional program. The Student Support Team meets bi-weekly for new referrals and review of Tier 2 and Tier 3 students in a 4 to 6 week rotation. Formative assessment data from the Social Studies MC3 and Science Modules and SEPUP curriculums will be reviewed at monthly grade level meetings in order to differentiate classroom instruction.

*Diagnostic Assessments for Reading:

Phonemic Awareness-Consortium on Reading Excellence (CORE) Phoneme Deletion, Phonological Segmentation and Phoneme Segmentation

Phonics-CORE Phonics Survey

Fluency-CORE Multi-level Academic Skills Inventory, Revised (MASI-R)

Comprehension-CORE Reading MAZE

Vocabulary- CORE Reading MAZE

Comprehensive Diagnostics for Select Groups: Reading Recovery Inventory (lowest 1st grade students), Fountas & Pinnell Benchmark Assessment Kit (students receiving Tier 3 instruction and placed in the LLI program)

*Diagnostic Assessments for Math:

Curriculum Based Measurements (CBMs) for Fact Fluency

NWEA Screener and Checklists

DELTA Math Readiness Screener and Intervention Cycle Masters

The target objective is at least 80% of the Woodrow Wilson students to score at or above the national norm in NWEA-MAP in Reading, Language, Math, and Science by 2016-17. Student progress toward this objective will be monitored during the grade level meetings, staff meetings, PLCs, SSTs, and individual teacher data dialogues.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Through collaboration with the school team and district administration a structure has been built to allow for increased learning time for all students. Fifteen minutes will be added daily to the student instructional day. This additional time is at no additional financial expense to the district. By increasing the student day teachers will have ample time to meet the district established instructional minutes for all core academic subjects. These time standards are research based and appropriate to each grade level.

In addition to the longer school day building staff are maximizing instructional time by evaluating how they currently structure the day. They are focused on limiting non-instructional activities and reducing transition times.

The increased learning time will also provide ample time daily for an intervention/enrichment block of time focused on addressing the needs of all students in Math and Reading.

Research indicates that in order to make significant growth for students performing below grade level schools must both increase the amount of time allocated for instruction and improve instructional methods. By adding time for rigorous and relevant core instruction students will gain the depth of knowledge needed for further advancement. The ability to provide research-based personalized interventions within the school day for all students will increase student achievement and provide the additional growth needed for students to meet or exceed grade level expectations.

During the school day enrichment opportunities include offerings such as art, music, technology and physical education/health. Students receive 45 minutes weekly of art, music and technology and 90 minutes weekly of physical education/health. This will increase student achievement because the teachers extend core content through incorporation of building wide use of thinking maps, content vocabulary and writing strategies. Their instructional units are connected to core content as appropriate. In addition, student learning is extended during the 45 minute daily intervention period based on their individual performance in reading and math. This time is utilized for personalized skill instruction and application to extend learning for those already meeting grade level benchmarks.

Redesign Plan

Woodrow Wilson Elementary School

collaborative planning will take place at least weekly. Professional collaboration time will be used for data dialogues, instructional practice, student support, and use of resources. This extra time to discuss individual student, classroom, subject-specific, and/or school data will lead to implementation of better practices in the classroom to meet student needs. This will also provide building and district instructional coaches time to meet with staff for coaching on best practices and/or use of resources for students.

Collaborative data review meetings will be held outside the school day at least three times per year. Grade level teachers, building administration, instructional coaches will work together to analyze student achievement data and plan instructional shifts to meet the identified needs.

All teachers will participate in three additional days of professional development prior to the start of school annually. This is above and beyond the 5 days of professional development provided to all district teachers in accordance with Michigan School Code section 1527. These additional days will be mandatory and considered part of the regular work year for all Woodrow Wilson teachers.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Woodrow Wilson, through the use of family and community partnerships, will provide multiple programs in order to engage all stakeholders in the reform effort. Woodrow staff will conduct surveys after each of the activities listed below to receive input and Parent Advisory meetings will be held monthly to engage parents in conversation about the reform efforts.

Big Idea 1: Woodrow Wilson staff will educate all students using core standards aligned with instruction and assessment.

Because Woodrow Wilson staff is educating all students using core standards aligned with instruction and assessment, it is imperative that parents understand what the standards entail and how good instruction works. Parents will be invited to participate in multiple educational opportunities. These opportunities include:

Monthly Title-I Parent Breakfast - Parents are taught strategies they are able to use at home to help their child learn.

Math and Literacy Nights - Parents receive resources and instruction to use at home to increase their child's knowledge of math and reading.

School-wide Science Fair - Teachers, parents, and students work collaboratively to complete a grade-level appropriate science project that focuses on the Scientific Method.

Portfolio Day - Parents are invited to a school-wide celebration of student writing portfolios, with samples collected throughout the school year.

Big Idea 2: Woodrow Wilson staff will strengthen the implementation of MTSS and the process for delivering interventions.

Parent Conferences - When a student has been identified through the MTSS process as requiring Tier III academic instruction, a conference must be conducted with the parent every four to eight weeks as deemed necessary by the Student Support Team. Instructional changes and interventions will be discussed with parents as well as supplying parents with additional learning materials for use at home.

Big Idea 3: Woodrow Wilson staff will address the whole child by meeting the unique needs of our student population to overcome barriers to learning.

Pathways to Potential - Woodrow Wilson will continue to work collaboratively with the Department of Human Services, to implement the Pathways to Potential Program. The Pathways to Potential Program, located directly at Woodrow Wilson, will ensure easier access to the

Redesign Plan

Woodrow Wilson Elementary School

services provided by the Department of Human Services. The main focus of this program is to increase student attendance by reducing the barriers that lead to excessive absences and tardies.

All Star Day - Woodrow Wilson, in conjunction with numerous community agencies, will hold an annual All Star Day. During this school-wide activity, parents and students will be provided with resources to improve student achievement. Families of Woodrow Wilson will be given access to community resources, school supplies, health and safety items, and a local food bank. These resources will help remove barriers parents face when preparing their children for school.

Staff Home Visits - Prior to the beginning of the school year, Woodrow Wilson staff members will make home visits to all Woodrow Wilson families. They will provide information for the upcoming school year and make a positive personal connection with all families.

Title-I Home/School Compact - Woodrow Wilson's principal, teachers, parents, and students sign a compact that outlines their commitment and responsibilities to ensure academic achievement. Title I parent involvement set-aside funds are utilized to conduct activities for family engagement with the school and staff.

Parent Involvement Policy - This will be shared with parents on an annual basis during multiple scheduled times to ensure all parents have the opportunity to attend. It includes an outline of policy involvement, shared responsibilities for high student academic achievement, and building a capacity for involvement and accessibility.

Lunch Buddy Program - Select Woodrow Wilson students will be provided a Lunch Buddy. Lunch Buddies are members of the community that serve as a mentor to the student. They are trained in fostering relationships and building connections with students in order to provide students with a positive role model.

Woodrow Wilson will develop relationships with community agencies in order to achieve the goals set out in the reform plan. Community partnerships will include, but are not limited to, Department of Human Services, The Acheson Foundation, The Community Foundation of St. Clair County, Literacy and Beyond, Women's Life Insurance Agency, and numerous other local businesses, churches, and volunteer programs. All community partners will be surveyed annually to get input on past and possible future reform efforts. All of these partnerships will serve to improve the academic success and meet the needs of the students at Woodrow Wilson Elementary School.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. **Indicator 10A:** Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

The district will provide Woodrow Wilson Elementary with operational flexibility for issues such as staffing, calendars, time and budgeting to implement a comprehensive approach to substantially increase student achievement. A Memo of Understanding (MOU) has been signed by the Board of Education and the Port Huron Education Association stating that the district and association are committed to meet requirements placed within the Transformational Plan.

The principal will have the ability to utilize staff and the building budget in the most effective manner to increase student achievement. The principal will involve the building leadership team in these decisions. The principal will be given all available information for site-based decisions throughout the year.

The leadership team, in collaboration with district instructional director will have the ability to plan their professional development days. The building professional development will be based upon this plan and the building data.

The district has the right of assignment and transfer without regard to seniority for all teaching positions. The principal has the right to assign teachers within the building based on their strengths. The district maintains a list of current teachers interested in moving to Woodrow Wilson or a specific assignment within the building, as well as a list of teachers requesting to be moved to another position in the district outside of Woodrow Wilson. All current teachers interested in a vacancy will be interviewed utilizing questions focused on competencies of turnaround teachers/leaders and meeting the unique needs of students at Woodrow Wilson. The principal of Woodrow Wilson Elementary will participate in all interviews for building staff. Placement decision will be based upon potential candidate's interview, credentials, abilities, and reference checks. The principal will exercise right of refusal to deny a teacher the ability to move into Woodrow Wilson Elementary if their capacity does not align with the school's direction and programming needs.

The district supplied operational budget for Woodrow Wilson Elementary will be adjusted to meet unique Priority School related needs. More financial support will be given from both general and federal funding to maximize opportunities for student success. The building principal and leadership team will have the ability to determine the use of building Title I funds in accordance with allowable uses. This practice is currently in place.

Redesign Plan

Woodrow Wilson Elementary School

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

The PHASD will support Mr. Fairman and/or members of Woodrow Wilson's leadership team in attendance at all technical assistance meetings and all MDE suggested or required conferences or workshops for Priority Schools. District central office staff will also participate and work side-by-side with the school when participating in these various support activities. The district will also work cooperatively with the ongoing supports offered by the RESA, SRO, SIF, and DIF.

Debra Barr, Director for Elementary Programs, will be the central office contact person responsible for monitoring and supporting Woodrow Wilson.